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ABSTRACT

This brochure is designed to acquaint interested individuals with the organization and functions of education programs for inmates run by the Federal Bureau of Prisons (FBOP). The information is especially directed to individuals charged with the responsibility of providing meaningful programs for the incarcerated. It also describes the new partnerships that have been established both within the Bureau with the administrative reorganization that placed the Education Division within UNICOR (Federal Prison Industries) and also between the Education Division and the outside communities that it serves. The first section of the brochure offers a background of education in the FBOP, an offender profile, and the educational goals of the FBOP. Section 2 briefly describes the seven different educational activities available to offenders: adult basic education, general educational development, adult continuing education, occupational education, postsecondary education, social education, and recreation and leisure activities. The third section discusses the delivery of education support services--testing, counseling, libraries, and data management--and their impact on offender participation and achievement. The final section describes typical vocational education programs providing inmates with post-release survival skills. Appendixes include charts of the most frequently offered occupational programs and of inmate program completions and addresses of FBOP institutions. (YLB)

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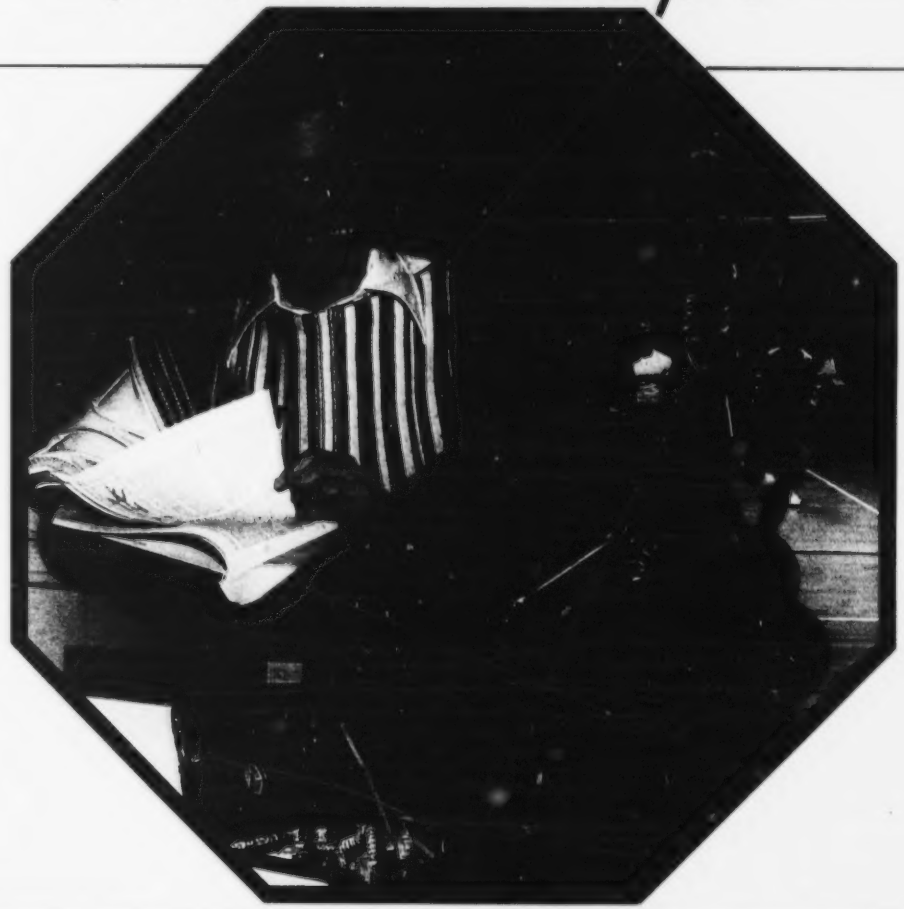

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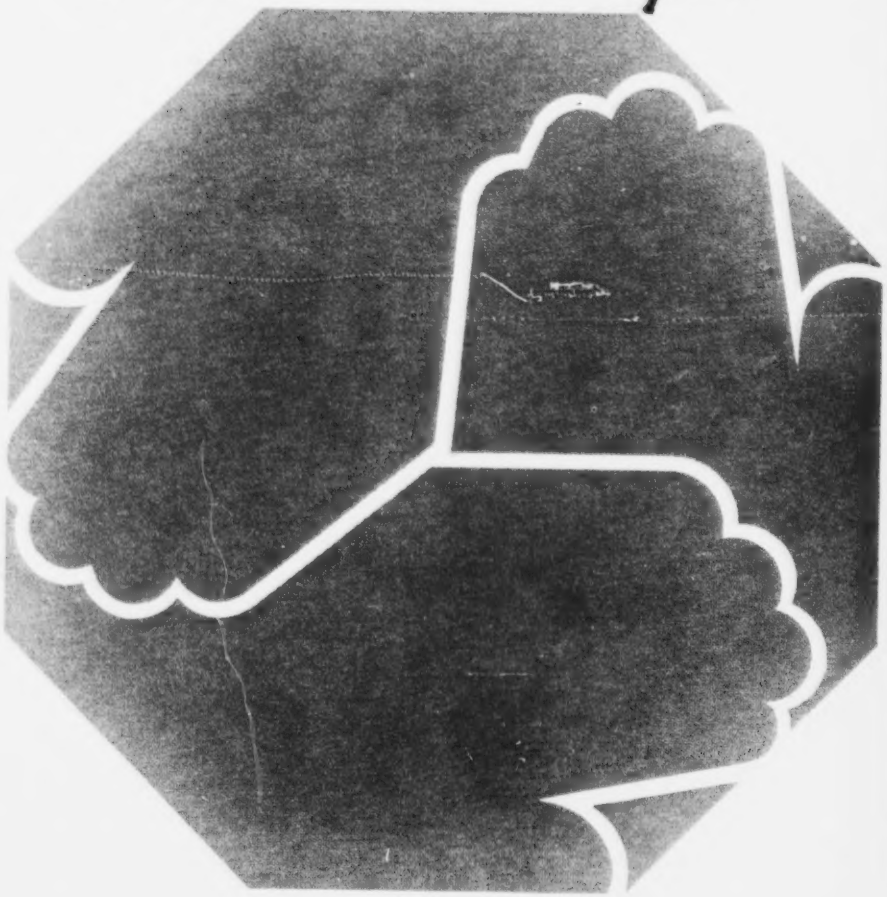

We dedicate this brochure to the teachers, recreation staff, and education administrators in the Federal Bureau of Prisons. Their insistence on excellence and integrity has made the education programs for federal offenders models of which all can be proud.

The Federal Bureau of Prisons has always stressed the importance of education and occupational training. In the past few years, the Bureau has forged a new partnership with industry, education, and the community. To implement this partnership, a new division within the Bureau has been established which now combines educational programs with industrial and vocational programs in order to provide creative interaction between education and industry. For 50 years Federal Prison Industries, which operates under the corporate name UNICOR, has provided employment and industrial training for inmates in federal correctional institutions. UNICOR has now joined the education and vocational training departments to provide a comprehensive and integrated approach to training and education. In 1985 UNICOR allocated in excess of seven million dollars from its annual earnings for training programs. We believe that academic training, skills development, and work are inseparable.

Basic literacy is also an integral part of all Bureau education and industrial programs. To this end the Bureau has established a mandatory literacy program. All inmates who score below the sixth grade on standardized tests must enroll in a basic education program for ninety days. Promotions in work assignment and industrial jobs depend on meeting these literacy requirements.

Recreation and leisure programs round out the opportunities for self-improvement provided by education departments throughout the federal prison system.

The combination of work, education, and the positive use of leisure time contributes to a common goal: post-release employment and a socially contributing and law abiding life style.

The Federal Bureau of Prisons is pleased to be able to provide many options for offenders who want to become productive citizens. The new partnership which has been forged between education and Federal Prison Industries is a significant step in expanding those options.

Norman A. Carlson

Norman A. Carlson
Director

This brochure is designed to acquaint interested individuals with the organization and functions of education programs for inmates in the Federal Bureau of Prisons. It also describes the new partnerships that have been established both within the Bureau with the administrative reorganization that placed the Education Division within UNICOR, and also between the Education Division and the outside communities that it serves. This information is offered in the hope that the experience of the Federal Bureau of Prisons will be instructive to others charged with the important responsibility of providing meaningful programs for the incarcerated.

For additional information write:
Education Administrator,
Federal Bureau of Prisons,
320 First Street, N.W.,
Washington, D.C. 20534.

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Education in the FBOP

Since its establishment in 1930, the Federal Bureau of Prisons has recognized that education, vocational training, and work experiences are powerful influences in helping offenders shape more productive lives after their release.

Consequently, the Bureau has attempted over the years to provide such experiences to the varied and changing populations entrusted to its care. Recent developments now permit the provision of these services in a more integrated manner.

BACKGROUND. Before 1930, education, vocational training, and work programs in federal prisons consisted of basic literacy training, a few correspondence courses, and work programs based on institution needs. It was not until a centralized Federal Bureau of Prisons was established in 1933 and Federal Prison Industries (UNICOR) was founded in 1934 that the programs changed. The Bureau's first director, Sanford Bates, established a comprehensive educational program.

Since those early days, the education and training opportunities within the Bureau have expanded dramatically. Academic education programs have been expanded, vocational training facilities have been built, recreation programs have been developed, and libraries have been established. Trained education supervisors have been hired at each institution and the number of teaching and supervisory staff has increased. Inmates are now tested to assess their educational and vocational levels of achievement as well as their aptitudes

to benefit from programs designed to enhance their present skills.

The establishment of prison industries provided paid employment and training to federal inmates for the first time. Industrial employment serves to eliminate inmate idleness through productive work experiences and provides funds and services for vocational training for inmates. In addition, UNICOR serves as a motivating force to expand the educational system. Through employment in industries, opportunities are provided to acquire knowledge and skill in trades and occupations that assist inmates upon their release.

UNICOR has recently combined resources with the education branch of the Federal Bureau of Prisons to produce a series of innovative vocational training projects in fields that offer greater than average job growth during the current and ensuing decade. All programs are certified by vocational training schools, junior colleges, or private accrediting agencies.

The education staff at each Bureau institution offers a wide variety of courses geared to help offenders learn to cope not only with personal problems but also to develop their abilities to become productive citizens.

OFFENDER PROFILE. Over 11,000 inmates enroll in educational or occupational training programs on an annual basis. The average daily population figure for the FBOP during fiscal year 1984 was 32,833. Of this number 31.5% were black, 2.0% American Indian, and 0.7% Asian and other minorities. Of the 65.8% who were Caucasian, 18.7% percent were of Hispanic origin. The average age of federal inmates is 35.6 years, and the average time served is 15.6 months.

Inmates represent a broad educational spectrum. The typical offender reads at a 7th grade level and functions academically at approximately the 9th grade level. Most inmates lack a marketable skill. Approximately 52.6% are high school graduates while many have completed college or other postsecondary education courses. This wide variation in offender ability and skill level presents a challenge to the education staff as they strive to be responsive to each offender's particular needs.

EDUCATIONAL GOALS OF THE FEDERAL BUREAU OF PRISONS. Based on identified offender needs, the Federal Bureau of Prisons has established the educational and occupational goal of providing all inmates with opportunities to:

- Acquire educational skills commensurate with his or her need and ability through offerings ranging from basic to postsecondary programs
- Acquire or improve a marketable skill through one or more training programs which include the performance of live work which provides a product or service for use by the institution, UNICOR, or another agency and/or employment in the institution or prison industries
- Use leisure time more positively through directed leisure activities.

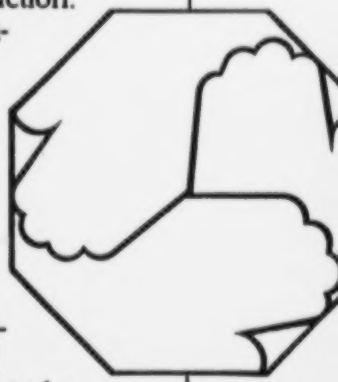
Program Descriptions

Academic study, job training, life skills and positive leisure activities all combine to better prepare the inmate for responsible citizenship outside the institution. The following briefly describes the seven different educational activities available to offenders.

ADULT BASIC EDUCATION (ABE) programs are designed for the approximately 17% of the federal inmates who have less than a sixth grade education. These inmates are required to enroll in an ABE program for 90 days. Additionally, only those inmates who successfully complete an ABE program are eligible for UNICOR or other paying assignments above the entry level pay grade. Monetary incentives, intensified tutoring, and other positive reinforcements are also used to encourage enrollment in and completion of ABE courses.

ABE is often taught in a Learning Center where students learn at their own pace using programmed instructional materials, audio-visual aids, computer-assisted instruction, and individualized personal instruction. Inmates or community volunteers often serve as educational aides.

Special provisions are also made to accommodate the handicapped and those identified as having a learning disability. Since the ABE program is already highly individualized, such modifications permit the handicapped and learning disabled student to be



integrated into the regular program. Adaptations include the provision of special materials such as large print, Braille, or large print typewriters, interpreters for the hearing impaired, readers for blind students, note-takers for the writing impaired, and other individualized instructional techniques as necessary. Policy requires that all institutions now have either a reading specialist or a special education instructor on staff.

GENERAL EDUCATIONAL DEVELOPMENT (GED) is designed for the approximately 16,000 inmates who lack a high school diploma. To meet their needs, high school equivalency courses and the GED examinations are offered. The traditional classroom and the Learning Center approach are used to prepare inmates for the GED examination. GED instructional materials and the GED test are also available in Spanish, French, large print, Braille, and audio cassette.

ADULT CONTINUING EDUCATION (ACE) courses are open to inmates in most federal prisons through contract arrangements with local school districts and/or community colleges. Courses are offered both on a non-credit and credit basis. Continuing education courses usually do not require that students be high school or college graduates. The courses, similar to those offered in many communities nationwide, are designed to enrich inmates' general knowledge or to enable them to learn new skills. Some courses are designed for "brush up" in particular subjects or to meet a special interest, such as speed reading, contemporary issues, or foreign languages. English as a Second Language (ESL) is also offered in institutions where a significant number of inmates speak Spanish as their primary language. If courses that lead to a high school diploma are offered, they are included in the continuing education category.

OCCUPATIONAL EDUCATION (OE) programs provide skill training in a wide variety of disciplines and skill levels, ranging from entry level to highly skilled occupations, in an effort to provide each inmate with a marketable skill. An estimated majority of federal offenders are unskilled at the time of commitment to prison. They have the opportunity to upgrade their skills through instruction and work experience, career orientation, and vocational training. Program options cover a wide range of areas such as the general exploration of the world of work, formal vocational training, apprenticeship programs, on-the-job training in institution offices, shops, and prison industries, and work release into the community.

The most significant recent innovation in occupational education has been

the development of pre-industrial training programs. These programs are designed to reduce inmate idleness without compromising factory productivity or safety by providing an initial orientation to the UNICOR world of work. The programs provide hands-on skill training before an inmate takes his or her place in production. They also provide refresher, continuing, or advanced training as needed during production. In addition to classroom work, the pre-industrial programs make use of UNICOR factories during non-production evening and weekend hours for hands-on experience with the equipment. In this phase of their training, inmates perform actual production work under close supervision which is then checked for compliance with standards and eventually sold to customers.

In 1984, the Board of Directors of Federal Prison Industries authorized the expenditure of $3 million for innovative projects in vocational training. These innovative model programs, described in detail later in this booklet, provide training in high growth occupations.

POSTSECONDARY EDUCATION is for inmates who have successfully completed high school and want to further their education. Courses are provided on the basis of inmate interest, need, and ability to succeed in college. On-site programs developed by institutions of higher learning, correspondence courses, and study release are available to meet inmates' needs for postsecondary education.

Under Bureau policy all inmates must pay for college courses. An institution may pay up to one-half of the cost if a student is unable to develop personal resources and if the inmate's classification team approves the college course as an appropriate program goal.

SOCIAL EDUCATION programs consist of planned learning activities that assist inmates in their adjustment to the institution, their personal growth, and their ability to cope with problems encountered in society upon release. The courses are designed to develop competency in "life skills" connected with family relationships, household management, job seeking, consumer law, and so forth.

RECREATION AND LEISURE ACTIVITIES are sufficiently diversified so that most prisoners find something of interest. Recreation specialists design programs so that inmates can improve their physical and mental health, improve interpersonal skills, reduce stress, and learn to use their free time constructively.

Intramural sports include softball,

baseball, basketball, and volleyball. Weightlifting, handball, soccer, track, and physical conditioning and weight reduction are also important physical activities for inmates. Inmates and community volunteers actively serve as umpires and coaches, and many community athletic teams come into the prisons to compete with institution teams.

Hobbycraft programs also provide outlets for artistic expression. Inmates pursue a variety of arts and crafts including ceramics, painting, woodworking, and leather craft. Some completed art works are sold by inmates through the institution visiting room program and proceeds are returned to the inmate.

One particular program, artist-in-residence, is funded jointly by the Federal Bureau of Prisons and the National Endowment for the Arts. Professional artists are employed, on an experimental basis, for one year in selected institutions to establish visual or performing arts programs and to pursue their own art form in the prison setting. Approximately twenty-five federal prisons have now participated in this program and most have continued all or a portion of the experimental effort.

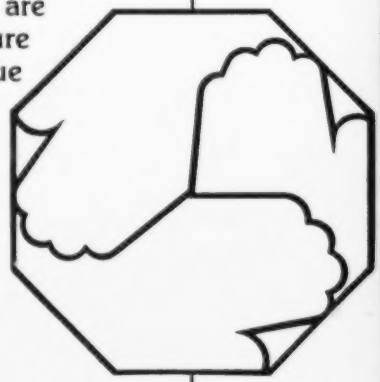
Increasingly, emphasis is being placed on leisure programs as important tools in helping inmates cope with the psychological impact of incarceration and to help maintain good health as it affects institution life and job performance.

Delivery of Education Services

As in any education system, a variety of support services, such as testing, counseling, and data management, must complement the actual delivery of teaching programs. This section will describe these services and their impact on offender participation and achievement.

TESTING. During their orientation period, all English-speaking prisoners (except pre-trial, study and observation, and sentenced aliens with a deportation detainer) take the Stanford Achievement Test (SAT) to determine their academic achievement level. Other appropriate tests are administered to individual inmates if further testing is required. The Spanish version of the Comprehensive Test of Basic Skills (CTBS) is administered to those inmates for whom Spanish is the primary language.

EDUCATION REPRESENTATIVE. During orientation, an education representative meets with each new inmate to help him or her establish realistic academic and occupational goals and to map an education program. Program plans are periodically reviewed to ensure that the original goals continue to be compatible with the needs, capabilities and interests of the inmate. If prisoners choose to do so, they can meet with an education representative to discuss education related problems. These representatives help inmates meet individual goals



and inform them of new programs and opportunities.

IN-HOUSE PROGRAMS. Approximately 95% of all education programs are offered within the institutions. In an effort to enhance participation and motivation, education facilities are modern in design and pleasant in appearance, thus providing an atmosphere conducive to learning. Also, most institutions have up-to-date audio-visual materials and equipment to facilitate the education process. Nontraditional teaching methods such as individualized instruction, computers, and instructional television are successful with many offenders who have failed in traditional classroom settings. Education programs maximize the use of individualized learning procedures and materials, and inmate tutors often serve as education aides and help to increase student-teacher contact. The education departments are open up to 12 hours a day on a year-round basis; work programs operate up to 8 hours a day.

COMMUNITY RESOURCES. Many education and training programs are strengthened through services provided by community-based educational institutions. Some are within walking distance of the prison while others require transportation to reach. Universities, two- and four-year colleges, and vocational training schools provide accredited academic and occupational instruction. Courses are offered both inside and outside the institution depending on the custody level of the inmate population. Study release enables carefully selected inmates to attend local education facilities during the day and return to their respective institutions at night.

The community also participates in the department's activities by providing volunteers who give their time to organize and direct leisure time programs and serve on advisory groups inside the institutions. Citizens are active in a wide variety of inmate organizations including such groups as Alcoholics Anonymous, Toastmasters, Jaycees, and in religious, athletic, and recreational activities. From time to time, these same volunteers arrange for qualified inmates to join them in the community for special programs sponsored by their respective organizations. Community groups and individual volunteers are indispensable in providing assistance for the many social, educational, recreational, athletic, and religious activities available at federal prisons.

LAW LIBRARIES AND LIBRARY SERVICES. The Federal Bureau of Prisons has long recognized the right of inmates to have access to the courts and to legal research material. Thus, the Bureau has

NOVELS
ESCAPE VELOCITY
Clan of the Cave Bear
ALL ABOUT ELVIS
OWL TIME

provided law libraries for many years. In 1977, the types of publications available were widely expanded to meet the requirements of the Supreme Court decision, **Bounds v. Smith.**

A trained staff member is present on a part-time basis to help offenders find appropriate resource materials. Staff is responsible for ordering and maintaining all law library materials.

Federal institutions also provide general library services, sometimes including a formal library from which inmates check out books of their choice. In many instances, library services are available through the auspices of state, local, or university libraries. Books are ordered by mail, by special inter-library loan arrangements, or from bookmobiles visiting the institutions. Generally, there is no charge for these services.

Recently published paperback books are purchased on a quarterly basis by many institutions and large quantities of surplus paperbacks are also donated from the community. Paperbacks are usually distributed to the housing units for easy access. Library services are under the general supervision of a credentialed librarian in the Bureau's Central Office who is available for consultation and technical assistance to all institution staff.

OFFENDER PARTICIPATION AND ACHIEVEMENTS. The Inmate Programs Reporting System (IPRS) is an automated performance measurement system that monitors inmate program involvement and performance. Through IPRS, inmate program plans, progress and achievements are documented and updated.

The IPRS data is used as a management tool to determine each institution's funding and programming needs. The data is also used to measure the degree of success of the Bureau's educational efforts.

Offender participation in the many available programs has increased dramatically (see appendix 2, "Inmate Completions, Fiscal Years '80–'84). This increase is expected to continue as the new partnership among education, industries, and the community is strengthened and additional avenues of interrelationships are explored.

ORGANIZATION STRUCTURE AND RESPONSIBILITIES. In 1984, over 500 staff were directly involved in administering and providing education, training, and leisure programs for federal inmates. In the past fiscal year, the Industries, Education, and Training Division was established within the Bureau to coordinate these related programs and services.

Prior to 1974, institution education departments were directly accountable to the Bureau's Central Office in

Washington, D.C., where a professional staff provided overall program administration. In 1974, the Bureau of Prisons established five regional offices, each with an education administrator. These administrators monitor education, training, and leisure activity services at the institutions within their regions. They also provide planning and program assistance.

The Central Office staff is now responsible for overall budget development and implementation, policy development, definition and maintenance of performance standards, in-service staff training, and the identification of new instructional materials, methods, and related resources.

Institution supervisors of education choose their own teaching materials and design their own programs within the standards established by the Central Office and in consultation with the regional education administrator.

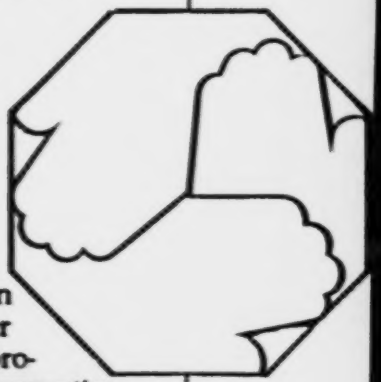
FUNDING. During fiscal year 1984, expenditures for general and occupational education and for leisure activity programs were in excess of $23 million. Funding comes from two sources: earnings (profits) from Federal Prison Industries and congressional appropriations.

Trends and Challenges

In 1983, education in the Federal Bureau of Prisons was placed under the same organizational umbrella as prison industries. This new partnership places equal emphasis on job training, work, and education; all play a role in providing inmates with the best possible post-release survival skills.

"Project $3 Million" was established in an effort to strengthen vocational education throughout the Federal Bureau of Prisons. Under the program, UNICOR sponsors skill training programs that meet special, rigorous criteria: service to the institution, UNICOR, or other agency; training for highly marketable jobs; community involvement in designing, delivering, and certifying the skill training through voluntary or contractual participation; innovative training methods; and critical evaluation of the overall program. Some 46 programs are currently in place in over 30 institutions and provide training for occupations ranging from entry level to advanced technology. Typical of the programs are the following:

OPTICS. An optics training program, at the Federal Correctional Institution Butner, North Carolina, is fully integrated with an apprenticeship program. Classroom instruction is provided on the theory of human optics and lens grinding. After completion of the academic program, trainees assume paid apprenticeship jobs in a new UNICOR optics



factory. Eye glasses are manufactured for all inmates within the Federal Bureau of Prisons and for some patients in Veterans Administration hospitals. The apprenticeship program leads to certification by a state licensing board.

CULINARY ARTS. Various kinds of food service programs are operating at the Federal Correctional Institutions at Fort Worth, Texas, and Lexington, Kentucky, and at the Metropolitan Correctional Center, Miami, Florida. Students are involved in various phases of culinary arts training: food service preparation and presentation, short-order cooking, and cooking and baking.

BUSINESS INFORMATION CENTERS AND DATA PROCESSING. Business and office skills programs, involving state-of-the-art equipment, operate in the Federal Correctional Institutions at Danbury, Connecticut, Memphis, Tennessee, Milan, Michigan, Morgantown, West Virginia, Pleasanton, California, and Sandstone, Minnesota. A very broad range of skill training is provided and includes instruction in word processing, computer programming, computer literacy, and microcomputer accounting.

LANDSCAPE TECHNOLOGY. Landscape technology programs, which provide a service to the institutions as well as prepare trainees for entry level employment, are provided at the Metropolitan Correctional Center, Tucson, Arizona; the Federal Correctional Institutions at Texarkana, Texas, and Phoenix, Arizona; and Federal Prison Camps at Big Spring, Texas, and Maxwell, Alabama. Landscape technology features a career ladder that prepares a student for direct employment after the first semester of training. Students who hold advanced certificates can seek employment at higher levels.

DRAFTING AND COMPUTER-ASSISTED DRAFTING. Several institutions have undertaken projects that provide training in drafting and design technologies; in other projects computer-assisted drafting has been added to the basic drafting course. The U.S. Penitentiary, Lewisburg, Pennsylvania, and the Federal Correctional Institutions at Texarkana, Texas, Bastrop, Texas, Danbury, Connecticut, and Oxford, Wisconsin, provide these programs. Wherever possible, they provide precise scale renderings for institution construction and repair projects. The training is rigorous and fully comparable to that available in the community.

Other noteworthy programs involve training in computer sciences, petroleum technology, waste water treatment, pest control, cleaning services, and diesel truck driving, repair, and maintenance.

Additional innovative projects are under consideration and are expected to be operational within the coming year. The combination of classroom instruction coupled with hands-on, live work is expected to help inmates compete successfully in the job market when they are released.

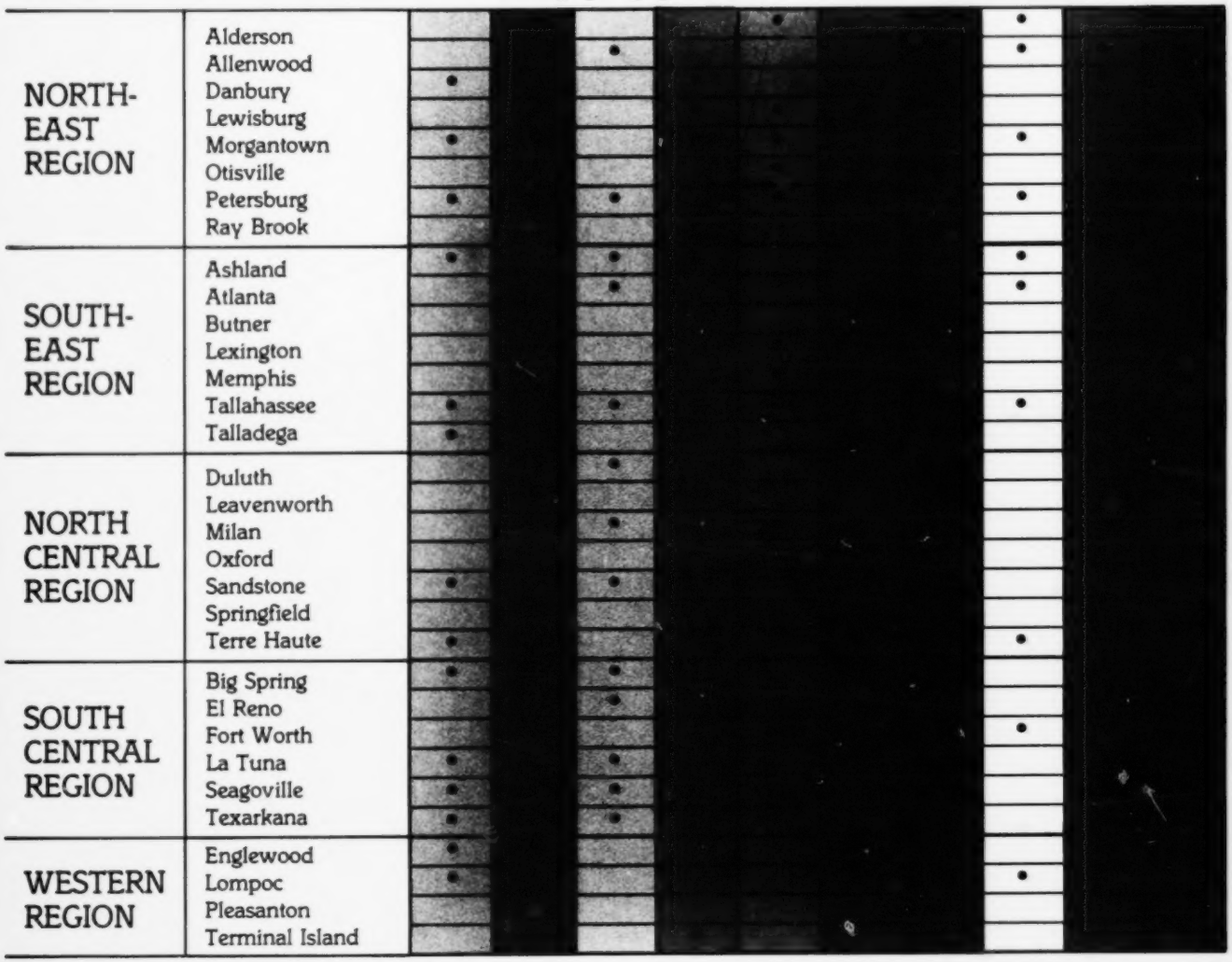
Conclusion

Education and recreation staff in the Federal Bureau of Prisons are justifiably proud of the many opportunities offered federal prisoners to use education and related programs to improve not only the quality of their life while incarcerated, but also their chances for post-release employment and successful personal and community activities.

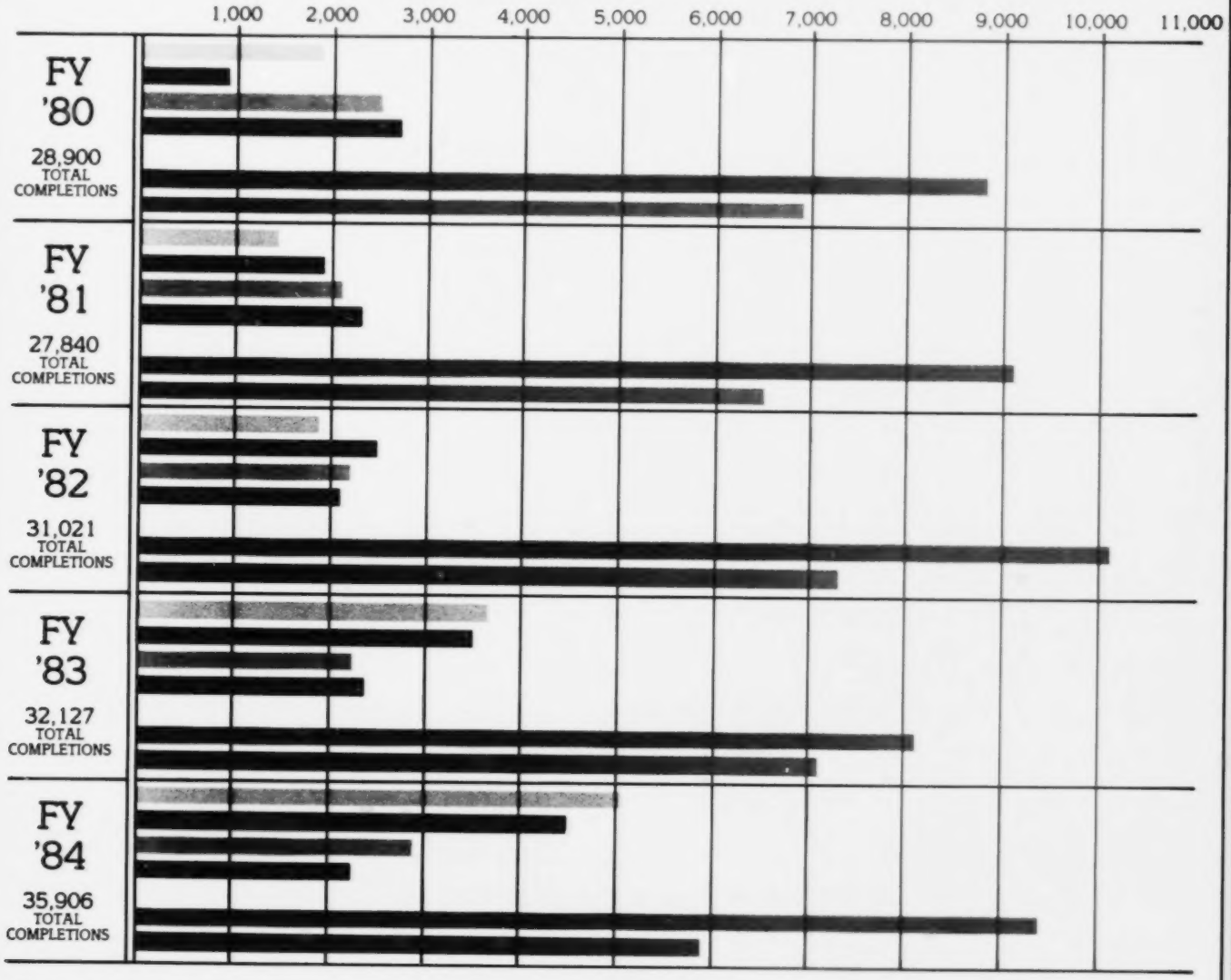
All programs are reexamined periodically to determine whether they meet the needs of the participants and whether they are sufficiently motivating to maintain sustained enrollments. This brochure describes programs which are constantly changing to keep up with what is viewed as the best in a dynamic field. This is done because federal correctional administrators continue to believe that education can serve as a change agent, particularly to people who need and want to change.

Appendixes

Ten Most Frequently Offered Occupational Programs By Institutions—FY '84



Inmate Completions By Program—Fiscal Years '80–'84

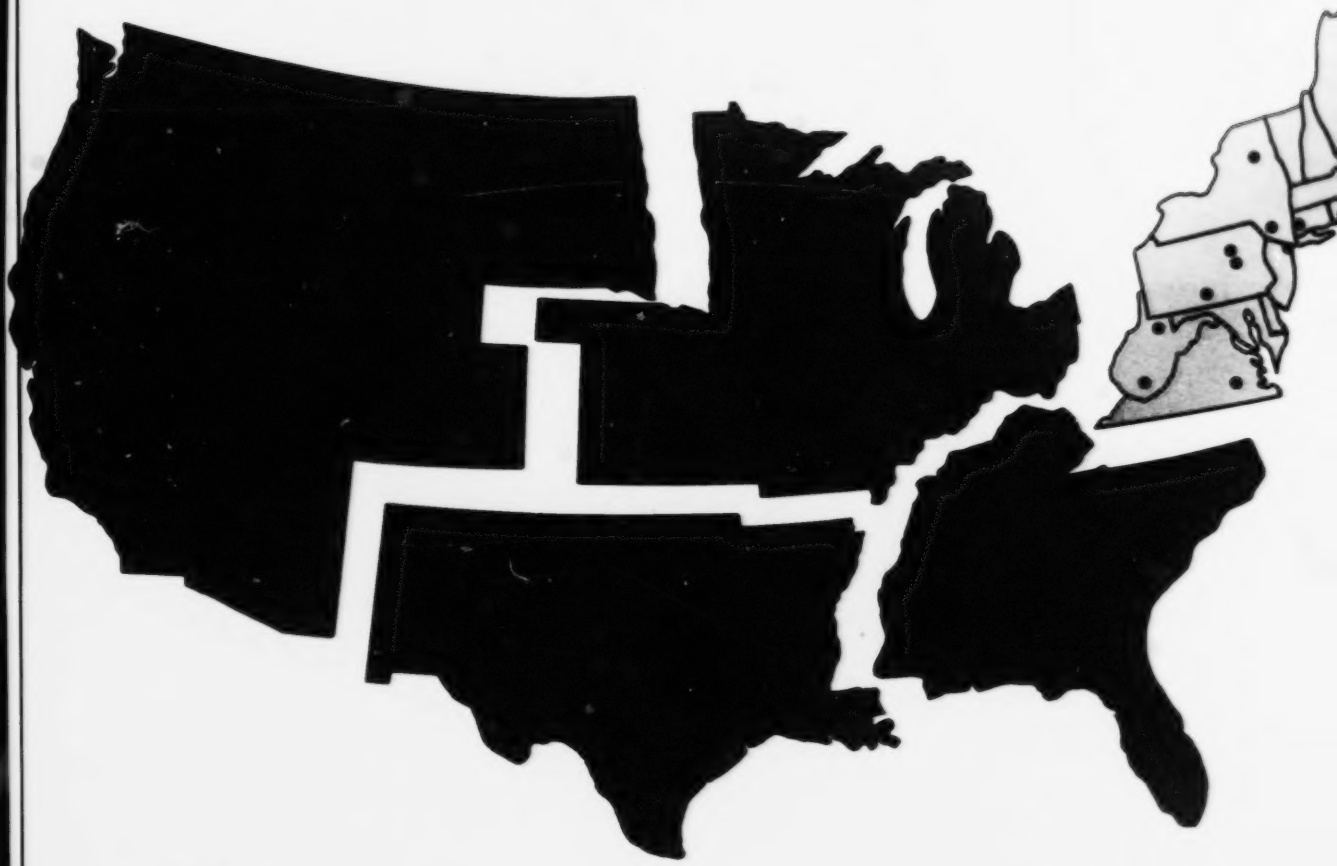


* Postsecondary Education includes Study Release.

** Occupational Education includes exploratory training, on-the-job training, apprenticeships, as well as vocational training.

Source: IPRS Report –72.90 Year-End Summaries.

Federal Bureau of Prisons Facilities



NORTHEAST REGION
Philadelphia, Pennsylvania

SOUTHEAST REGION
Atlanta, Georgia

NORTH CENTRAL REGION
Kansas City, Missouri

SOUTH CENTRAL REGION
Dallas, Texas

WESTERN REGION
Burlingame, California

Institutions of the Federal Bureau of Prisons

Northeast Region
FCI Alderson, West Virginia 24910
FPC Allenwood, Montgomery,
Pennsylvania 17752
FCI Danbury, Connecticut 06810-3099
USP Lewisburg, Pennsylvania 17837
FCI Loretto, Pennsylvania 15940
FCI Morgantown, West Virginia 26505
MCC New York, New York 10007-1779
FCI Otisville, New York 10963
FCI Petersburg, Virginia 23804-1000
FCI Ray Brook, New York 12977-0300

Southeast Region
FCI Ashland, Kentucky 41101
USP Atlanta, Georgia 30315
FCI Butner, North Carolina 27509
FPC Eglin Air Force Base,
Florida 32542
FCI Lexington, Kentucky 40511
FPC Maxwell Air Force Base,
Alabama 36112
FCI Memphis, Tennessee 38134-0003
MCC Miami, Florida 33177
FCI Talladega, Alabama 35160
FCI Tallahassee, Florida 32301

North Central Region
MCC Chicago, Illinois 60605
FPC Duluth, Minnesota 55814
USP Leavenworth, Kansas 66048
USP Marion, Illinois 62959
FCI Milan, Michigan 48160
FCI Oxford, Wisconsin 53952
FMC Rochester, Minnesota 55903-4600
FCI Sandstone, Minnesota 55072
USMCFP Springfield, Missouri 65808
USP Terre Haute, Indiana 47808

South Central Region
FCI Bastrop, Texas 78602
FPC Big Spring, Texas 78721-6085
FCI El Reno, Oklahoma 73036
FCI Fort Worth, Texas 76119
FCI La Tuna, Texas 88021
FDC Oakdale, Louisiana 71463
FCI Seagoville, Texas 75159
FCI Texarkana, Texas 75501

Western Region
FPC Boron, California 93516
P.O. Box 500
FCI Englewood, Colorado 80123
USP Lompoc, California 93436
FCI Phoenix, Arizona 85029
FCI Pleasanton, California 99568
FCI Safford, Arizona 85546
MCC San Diego, California 92101-6078
FCI Terminal Island, California 80731
MCC Tucson, Arizona 85706

Key to abbreviations
USP—United States Penitentiary
FCI—Federal Correctional Institution
FDC—Federal Detention Center
FPC—Federal Prison Camp
MCC—Metropolitan Correctional Center
FMS—Federal Medical Center
USMCFP—U.S. Medical Center for Federal Prisoners

Employment Information

Persons interested in a career with the Federal Bureau of Prisons as an education or recreation staff member may contact the Personnel Office of any institution in the Bureau. Prospective employees must be under 35 years of age. Teachers are hired at the entry level grades of GS-5, 7, and 9. Advancement to GS-11 is possible in some institutions and is based on satisfactory work performance and the responsibility level of the job. Further promotions are based on position vacancies and individual potential.

The Federal Bureau of Prisons is an Equal Opportunity Employer.

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